

PGCE Maths Mentor Meeting

Join Zoom Meeting

<https://york-ac-uk.zoom.us/j/97688234670?pwd=NEE2dGQ4a3dCSXBFSkNKcTZUWTcxZz09>

AGENDA

Present: Helen Granger, Alex Lumley, Hannah Nicholson, Karen McDonald, Robyn Horne, Emma Bradley, Mike Dennett, Paula Kelly, Tom Walker, Tony Meyer, Ed Firth, Naomi Ball, Paddy Meade, Rachel Blatchford.

Apologies: Justin Parkinson, Neil Turner, Sam Craggs, Martin Willan

Invited: John Rodley, Tasmin Nightingale

1. Welcome, apologies & introductions

[Welcome activity](#)

The team introduced themselves and completed the mentor form

Review Section

2. Review of Placement 1 (trainee focus)

- HG gave an overview of the nature of the trainees experiences so far

Details can be seen in the powerpoint.

HG noted that no trainees have withdrawn and none are on support plans.

There has been a focus on CCF 1, 4 and 7, followed by 2, 5 and 6.

Last year 62 applications. 12 this year. Matches national picture but represents a challenge.

- Mentors to give their input on their first placement trainee; a strength and an area to develop

Passing on information between mentors: lots of commonality in comments e.g. not had much opportunity to work with more challenging students, needs to develop behaviour management skills.

Actions: mentors to use this information to plan for their second placement trainee

3. Review of Placement 1 (mentor focus)

[Mentor Focus](#) Jamboard Pages 1-3

- Mentoring strengths
- Mentor meetings and CCF provision
- First visits

Comments included:

KM commented on being able to use the CCF meeting structure as a start point. HG commented that this was pleasing to hear; that the meeting support was there as we become more fluent in the language of the CCF but that it did not need to be a rigid structure.

EB shared about SEND work.

PM shared how hearing from another mentor gave him reassurance about his approach - giving feedback in the context of where the trainee is in the course.

More can be found on the Jamboard

4. Review of Placement 1 (tutor team focus)

- HG to give an update on the [action plan](#)

The three main areas of activity are:

- Embedding of CCF - reviews, structures through year, lesson observation forms, feedback centred on this. From first visits it is evident that mentors are aware of trainees' entitlement to the CCF, are using the language of the CCF and have growing fluency
 - Taught programme restructure - in the initial 6 weeks we are ensuring our curriculum goes beyond the CCF by developing the 5 Big Ideas and having a weekly subject knowledge focussed taught session
 - Enhance support for mentors - sharing of resources and taught sessions to support the course being cohesive and a true partnership
- HG shared the CCF [audit trainees did](#)

CCF - shared LHS is mainly from University, RHS supported by mentors on placement.

Actions: Mentors to reflect on CCF audit, consider using this with their trainees in the first week and ensure a full entitlement is provided. This can be used to support planning your trainee's second placement (classes, weekly meeting focus, how quickly you can expect them to pick up classes, particular experiences to plan for).

5. Review of the review process

PK discussed how the feedback around the first review had commented on the length. Mentors discussed the necessary features of the review with target setting being a common theme. More information can be found on the Jamboard. Need for less repetition. EF commented on there being a character limit as guidance. HG reminded mentors about the exemplar targets that are available.

PK introduced two prototypes; a trainee directed review and quantitative review.

Quantitative approach most popular.

EF and TM commented about re-phrasing 1 - 5 boxes to 'how effective are they....' rather than 'what's their understanding?' - trainees having a good understanding of what to do but are not yet fully implementing this.

Actions: HG and PK to feed this back to the PGCE team.

Looking Forward

6. Brief overview of Placement 2

- Key dates [Programme](#)

HG highlighted the key dates in placement 2; 25th March Review 3 and trainees on campus. Second visits, EE examiners.

- Assignment 3 [Task](#)

HG explained that we now have blanket ethics so they won't need to sign a form in school but they do still complete an audit for the PGCE team to check. They need to submit a proposal by the 8th April

Actions: Mentors to be aware of suitable research methods for assignment 3

- Professional enrichment - well being, literacy, parental communication, TA, EAL, SEND

HG asked that mentors support their trainees in making good choices for their professional enrichment activity. MD commented that there were EAL opportunities at Queen Ethelburga's.

7. Planning for Placement 2

PK discussed the purpose of the weekly mentor meetings -

Last year we collaboratively designed mentor meeting prompts to guide trainees to their CCF entitlement and to avoid mentor meetings becoming admin based.

To support trainees in taking ownership of this we've created these prompts for CCF 2, 5 and 6.

Collaborative activity to supplement this with prompts for CCF 3 & 8. These can then be used to identify gaps and areas for target setting.

- [W MENTOR MEETING CCF 2,5&6 - School and University Based Lea...](#)

HG encouraged mentors to use the phrase 'why this' and 'why now' (not rhetorically, not to imply a mistake but to encourage deeper reflection and pedagogical understanding) with trainees.

Actions: Mentors to use the resource to support their second placement mentor meetings.

OFSTED Preparation

8. Our Vision and Curriculum Ambition

- HG shared our vision statement, its origins and its impact in shaping our provision

The Mathematics PGCE Programme is designed to enable our trainee teachers to become resilient, profession-ready, reflective practitioners; teaching with a high level of subject expertise and encouraging their students to develop a love for Maths.

[Handout](#)

- HG shared key messages in preparation for an inspection

Process of practicalities if we get the Wednesday phone call. Actions taken in response to previous OFSTED visit.

[Briefing sheet](#)

9. A.O.B

Brief catch up on timetable requirements